**Group Responses from Lesson Activity**

**Article Title**: *Implementing Intensive Vocabulary Instruction for Students at Risk for Reading Disabilities*

**Points most important**:

* The correlation between reading comprehension and well-developed vocabularies
* In order to increase that vocabulary, they need direct and explicit instruction
* Students need to not only be able to identify the vocabulary, but be able to use them effectively and transfer to new context
* Children who received vocabulary instruction over a period of time achieved significantly higher on reading comprehension tests
* A tiered intervention approach by Pollen & colleagues, indicated significant differences in vocabulary knowledge between at-risk students that received only a whole class storybook reading approach and those who received a tier 1 and tier 2 (small group instruction)
* Students require both fluency word recognition and an average to above average vocabulary to facilitate reading comprehension

**Article Title**: *Word Walk: Vocabulary Instruction for Young Children*

**Points most important**:

* Teaching vocabulary through read alouds is very important; effective in teaching literacy skills
* Words are discussed over a two day period before, during, after reading
* The Word Walk stresses the importance of learning the word in the context of the story & carry it over to the reading activities – stories
* Reading aloud to children is single most important activity for building literacy skills, including vocabulary
* Text Talk targets 2-4 vocab words for direct instruction after reading
* Word Walk stresses importance of contextual understanding of vocab words – before, during & after reading
* Word Walk stresses importance of students’ learning the word in the context of the story and outside the story

**Article Title**: *Improving Vocab Through Teaching Roots*

**Points most important**:

* Improve vocab through activities - Introduce
* Discovery the root or element
* Defining words through the root or element

**Article Title**: *Interactive Word Wall*

**Points most important**:

* Must include visual aide to deepen understanding of word
* More effective in aiding student comprehension if students participate in construction of word wall
* No longer just posting lone words, now concept maps, becomes a unit organizer to reference throughout the unit; students can get organized

**Article Title**: *A Comprehensive Approach to Vocab Instruction*

**Points most important**:

* Important to know/understand tiers and be able to identify the types of vocabulary to go into tiers
* Need to identify and understand the students’ socio-ec. status to better group/place tiers
* Understand the cluster and how they are reliant on each other will help form plans
* Distinction of three tiers for vocabulary comprehension
  + Basic
  + Appear infrequently
  + Subject specific

\*Article does not address a plan or implementing strategies

**Article Title**: *The Wonder of Words: Using Technology to Support Vocabulary Instruction*

**Points most important**:

* In order for students to develop substantial vocabularies, they must be encouraged to continually interact with and use new words and examine relationships among new terms
* The use of visual representations can support students as they learn work meanings and examine the inter-connected relationships with other terms
* With interactive and collaborative technology applications students are using higher order thinking skills to create, synthesize, and apply their understanding
* Tech allows for continued interactions with words & further examination of relationships among new terms
* The use of visual representation can support students as they learn word meanings & examine interconnection between words
* Encourage students to use higher order thinking skills

**Article Title**: *Academic Vocabulary Builds Student Achievements*

**Points most important**:

* Vocab knowledge link between academic success (student’s comprehension ability)
* Six step process for vocabulary
* Different from the way students & parent were taught
* Root of the week
* Vocabulary is key to comprehension!
* New programs take time!
* Different ways of teaching – getting students to relate to the material (analyze) – higher level thinking

**Article Title**: *Modifying Robust Vocab Instruction for the benefit of Low-Socioeconomic Students*

**Points most important**:

* When students are active participants in vocab instruction, more vocab words are learned
* Vital to fix limited vocabulary knowledge in students through instructional strategies (via direct instruction)
* Good source for identifying words to teach are trade books that are read aloud to students
* Challenging concepts/higher vocab

**Similarities**:

* They both get them interacting with the words
* Direct instruction for vocabulary instruction
* Reading aloud to children positively contributes to vocabulary learning (and other literacy skills)
* vocabulary must be taught with direct and explicit instruction
* read alouds are so important
* Student interactive with vocab center
* Student interaction Is increased and more beneficial for learning
* Student participation/ownership in vocabulary/comprehension
* foundation>giving it meaning>visual
* Have a plan
* Interconnected relations with other words using technology/visuals. Root of the week.
* Link between vocab knowledge and comprehension of text
* Interconnected relationships with other terms use visual representations (through technology): Root of the week; Cluster/Tier – comprehensive plan
* Both activities get students interacting with the vocabulary terms
* Vocabulary knowledge and student comprehension ability
* Inter-connected relationships
* Have a plan: visual rep; Root of the week; Cluster or Tiers of the Week
* More students interaction with words (multiple intelligences)
* focus on roots
* Direct/explicit instruction in vocab
* Read alouds
* Active participants to take ownership
* strategies to teach vocabulary instruction to improve reading comprehension skills

**Differences**:

* One uses technology and the other stresses read alouds
* Style of teaching
* Approaches to teaching the concept
* focused vocab on a specific sub group
* Some direction Vs. inquiry-based
* Technology driven – visually representing the word
* Inquire-Based vs. Direct Instruction (technology)
* Use tech & other uses read aloud
* Socio-economic status & vocabulary 65% less root words
* Three tiers of vocabulary
* Word Wall and how to make them more helpful (interactive) for students